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Ontario Department of Education

SYLLABUS

OF

Regulations and Courses

FOR THE

Autumn Model Schools

AT

Chatham, Clinton, Cornwall, Guelph, Kingston, Madoc, North Bay, Orillia, and Renfrew

SESSION, 1915

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO

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ONTARIO AUTUMN MODEL SCHOOLS
1915

(Circular No. 4)

LOCATION AND PURPOSE

1.—(1) The Autumn Model Schools are situated at Chatham, Clinton, Cornwall, Guelph, Kingston, Madoc, North Bay, Orillia, and Renfrew.

(2) The purpose of the Autumn Model Schools, including the affiliated Public Schools, is to prepare students for certificates of the Third Class, by training them in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers, and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of such schools.

SESSION

2.—(1) The session of the Autumn Model Schools will begin on Tuesday the 17th day of August, and end on Friday, the 17th day of December, 1915.

(2) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

CONDITIONS OF ADMISSION

3.—(1) **Application for admission shall be made to the Deputy Minister not later than August 14th, 1915, on a form to be supplied by him.**

(2) With his application to the Deputy Minister, the applicant shall submit on official forms the following certificates:—

(*a*) A certificate from competent authority that he is a British subject.

(*b*) Except in the case of the North Bay Model School (see Reg. 4 below), a certificate from competent authority that he will be at least eighteen years of age on or before December 31st, 1915.

(*c*) A certificate from a clergyman, or other competent authority, that he is of good moral character.

(*d*) A certificate from a physician that he is physically fit for the work of a teacher, and, especially, that he is free from serious pulmonary affection, and from seriously defective eyesight or hearing.

(3) The applicant shall also forward with his application one of the following:—

(*a*) A certificate of having passed the examination for Entrance into the Model Schools.

(*b*) A certificate of having passed the full examination for Entrance into the Normal Schools or the Faculties of Education.

NOTE.—Candidates who have failed at the Middle School examination, but have passed the Lower School Examination for Entrance into the Normal Schools may, on application to the Minister, be granted a Model School Entrance certificate, provided they have obtained 50 per cent. of the aggregate of the marks for the Middle School Examination, and 34 per cent. of the marks for each paper.

(4) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he shall not be admitted.

4.—(1) For admission to the Model School at North Bay an applicant must be at least seventeen years of age on or before Dec. 31st, 1915.

(2) In the case of a teacher-in-training who is admitted under the special age provision above, the certificate granted will be valid for the first year subsequent to its issue, only in the schools of the Districts or in the schools in the poorer parts of the Counties designated by the Minister. A list of such schools may be obtained from the Principal or upon application to the Deputy Minister.

NOTE.—No one will be admitted to a Model School who does not agree, if successful in obtaining a teacher's certificate, to teach thereon in the Provincial Schools of Ontario for which his certificate is valid, for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

ALLOWANCE FOR BOARD AND TRAVELLING

5.—(1) The Department of Education will pay $3.00 per week of the cost of the board and lodging of teachers-in-training who have been in attendance at the North Bay Model School, and whose ordinary place of abode is in Ontario, and more than three miles from North Bay. It will also pay the railway and boat fare of all such going to this School from their homes in August and returning to their homes at the close of the session. The foregoing allowances will be paid in two instalments, the first in November and the second in January, on the requisition of the Principal of the School.

(2) In the case of a teacher-in-training who receives the financial aid provided for above, the certificate granted will be valid only in the schools and under the conditions specified in sections 1 (4) and 2 (1) (*b*) of Circular 30½, until he has taught for two years therein or until he has reimbursed the Department of Education at the rate of one-half of the total financial aid for each unexpired year, or *pro rata* for any portion thereof.

6. After the close of the Session and on the Report of the Principal, the Department of Education will pay all teachers-in-training who have attended one of the other Autumn Model Schools and whose ordinary place of abode is in Ontario the excess over $3.00 of their railway and boat fare going to the School and returning to their homes at the close of the Session.

7. All teachers-in-training are required in all cases, where allowances for travelling expenses may be claimed under 5 (1) and 6 above, to secure standard certificates from the local agent when purchasing their tickets. These certificates should be deposited with the Principal upon the student's arrival at the school, and shall forthwith be forwarded by him to the Department.

DUTIES OF PRINCIPALS AND ASSISTANTS

8.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and of the teachers-in-training, and shall be responsible for the efficiency of the Model School.

(2) The members of the staff of each affiliated school shall be subject to the authority of the Principal of the Model School.

DUTIES OF TEACHERS-IN-TRAINING

9.—(1) Teachers-in-training shall board and lodge only at such places as are approved by the Principal.

(2) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance.

(4) Teachers-in-training who absent themselves from attendance must present, to the Principal, satisfactory reasons for their absence, and, failing in this, shall not be re-admitted.

(5) Before entering, all applicants are required to review carefully the text books prescribed for the Public and Separate Schools and the work of the Lower School of the High Schools.

TEXT-BOOKS

10.—(1) Teachers-in-training must provide themselves with copies of the following:—

The Text-books prescribed for the Public and Separate Schools. (See Public and Separate School Regulations.)

The Golden Rule Series of Readers. The Macmillan Co. of Canada. (See Public and Separate School Regulations.)

The Readers in Geography, History, and Hygiene, and *The Story of the Human Body, recommended for Form III.* (See Public and Separate School Regulations.)

The Story of the War, in monthly parts. T. Nelson & Sons, Toronto.

The Ontario Writing Course. E. H. Harcourt Co., Toronto.

Prang: *Text-books of Art Education,* 2nd and 7th. The Geo. M. Hendry Co., Toronto.

Prang: *A Course of Study in Art.* The Geo. M. Hendry Co., Toronto.

Physical Exercises for the Public Elementary Schools. The Copp, Clark Co., Toronto.

Manners. McClelland and Goodchild, Toronto.

The Educational Music Course. The Canada Publishing Co., Toronto.

Ontario Normal School Manuals: *The Science of Education* and *School Organization and Management.*

NOTE.—**The names of the publishers are given above. Usually, however, the books may be obtained from a local bookseller.**

(2) In addition to the foregoing, each teacher-in-training will be provided with the following, which will be supplied free on application to the Principal:

The Regulations and Courses of Study of the Public and Separate Schools.

The Ontario Public Health Act and Regulations.

The Public School Manuals.

LITERARY SOCIETY

11. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

EXAMINATIONS

12.—(1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his Sessional Records, and a final examination, based upon the courses as laid down in this syllabus, to be held immediately after the close of the session.

(*b*) The Sessional Records shall consist of the class tests and home exercises in each subject.

(*c*) The final examination papers in Groups I and II shall be prepared by the Department and in Group III by the staff of each school. The answer papers shall be read by the staffs and the results settled by the Department.

(*d*) The examinations in Groups II and III, below, shall include a thorough test of the academic qualifications of the teacher-in-training.

(*e*) At the examinations in the subjects of Groups I and II, enumerated below, there shall be one paper in each subject, and the maximum marks for each subject shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examinations.

Group I.—The Science of Education, School Organization and Management.

Group II.—Oral and Written Composition, Grammar, Literature, Geography, Arithmetic, History.

(*f*) At the examination in the subjects of Group III, enumerated below, there shall be one paper in each subject, and the marks for each subject, except Manners, shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examination. In the case of Manners the maximum marks shall be 50, distributed as follows: 25 for general deportment on the report of the staff, and 25 for the final written examination.

Group III.—Writing, Reading, Spelling, Hygiene, Nature Study, Art, Physical Culture, Music, Manners.

(2) The final standing of the teacher-in-training in Observation and Practice-teaching, Group IV, shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

CERTIFICATES

13.—(1) A teacher-in-training who at the final examination obtains forty per cent. of the marks in each subject and sixty per cent. of the aggregate of the marks for each of Groups I, II, and III, and sixty per cent. of the marks obtainable in Group IV, may on the recommendation of the staff be awarded a Limited Third Class certificate valid for five years in the schools and under the conditions specified below.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who passes in Group IV, and makes 35 per cent. of the marks in each subject, and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District certificate valid for two years as provided in Section 2 (1) (*d*) of Cir. 30½ quoted below. He may, thereafter, taking one or more groups at a time, obtain a Limited Third Class certificate without attending a second session, by passing in the group or groups in which he has failed. All other candidates who fail shall attend a second session.

Renewal of Certificates

(3) Holders of Professional Third Class certificates, and of District certificates obtained prior to 1908 after attendance at a Model School, who are actually and regularly engaged in teaching, and who pass in Groups I, II, and III of the final examinations of an Autumn Model School or of the Second Professional Course of a Summer Model School may, on the recommendation of the inspector under whom they last taught, be granted Limited Third Class certificates valid, as provided by section 1 (4) of Circular 30½, for five years from the date of issue. For such candidates each subject in Groups I, II, and III shall be valued at one hundred marks and the pass standard shall be forty per cent. of the marks for each subject and sixty per cent. of the aggregate of marks for each Group.

VALIDITY OF CERTIFICATES

Note.—Candidates are referred to the following parts of sections of Circular 30½ for information as to the validity of the certificates granted after a course at an Autumn Model School:

Certificates Valid without Endorsement

1.—(4) A Limited Third Class certificate is valid in such schools of the poorer parts of the Districts and the Counties as may be designated by the Minister for one or more years on the recommendation of the local Inspector.

Certificates Valid on Endorsement

2.—(1) On the application of a School Board, after due advertisement and on the recommendation of the Local Inspector, and subject to the provisions of Regulations 4 and 5 below (See Circular 30½), the Minister may, by endorsement, validate certificates as follows:

(a) For any school in the Districts or the Counties other than the schools indicated in Regulation 1 (4) above, a Limited Third Class certificate, other than that specified in Regulation (b) below.

(b) For any school in the Districts other than the schools specified in Regulation 1 (4) above, a Limited Third Class certificate obtained at the North Bay Autumn Model School by a teacher who has accepted financial assistance from the Department.

(d) For any school in the Districts or the poorer parts of the Counties, when the School Board is unable to secure a teacher qualified under Regulations 1 (4) and 2 (1) (b) above, a District certificate, other than that specified in (c) above, (i.e. 2 (1) (c) of Circular 30½).

SYLLABUS OF COURSES

14.—The courses of study for teachers-in-training shall consist of the following:

(*a*) A review, as far as time will permit, of the Public and Separate School Courses, and of the subjects prescribed for admission into the Model Schools, so far as they bear directly on such courses, from the standpoint of pedagogy and of the requirements of the Public and Separate Schools, with special instruction in Reading, Writing, Art, Vocal Music, Physical Culture, and Hygiene.

(*b*) The Science of Education, Special Methodology, and School Organization and Management.

The academic review and the special Methodology of each subject should, as far as possible, be taken up concurrently.

(*c*) Supervised Observation in the affiliated Public Schools.

(*d*) Supervised Practice-teaching in the affiliated Public Schools.

ORGANIZATION OF THE COURSES

15.—(1) In the first three weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) As far as practicable, a review in the forenoon of the following subjects of the Public and Separate School Course, as set forth in the text-books and the manuals:

Reading, Literature, Grammar, Oral and Written Composition, Geography, History, Writing, Arithmetic, Vocal Music, Art, and Nature Study.

(*b*) A course in the afternoon in the prime essentials of the Science of Education, and of School Organization and Management.

(2) Half of each day of the fourth week shall be spent in a course of observation of the work done by the teachers in the different forms of the affiliated school, under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

16. After the completion of the Introductory Course:—

(1) The course in the Science of Education and the course in School Organization and Management should each be taken up three hours a week until finished; and

(2) For each of the following subjects the minimum number of hours should, as nearly as practicable, be as follows:—

The Science of Education, 20; School Organization and Management, 24; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 12; Hygiene, 6; Art, 15; Vocal Music, 10; Physical Training, 10; Writing, 12; Manners, 4.

NOTE.—School Law and the Ontario Public Health Act and Regulations should be taken up towards the close of the course.

(3) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the school course of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

Observation and Practice-Teaching

17.—(1) (*a*) The Introductory Courses provided for in Regulation 15 (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 20 and of Practice-teaching lessons, 20; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(*b*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the affiliated Public School.

(*c*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(*d*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(*e*) The necessary applications of the Science of Education and of Methodology shall be made systematically by the Model School Staff in connection with the Observation Lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(2) (*a*) Lessons for Observation by the students shall be taught by the Principal of the Model School, and by the teachers of the affiliated school in accordance with the regular programme of such school.

(*b*) Before teaching an Observation lesson, the Principal of the Model School, or the Principal of the Public School, or the Model School Assistant, as the case may be, who presents the lesson, should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with the previous work of the class.

(*c*) Teachers-in-training shall be notified by the grade teacher through the Principal of the Model School, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the grade teacher concerned. The Principal of the Model School shall as often as practicable take part in such discussion.

(3) (*a*) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(4) Concerted work on the part of the teachers in the Model School and the affiliated Public School shall be secured by frequent conferences, especially at the beginning of the session.

Science of Education

18. The object of the course in the Science of Education is to provide the teacher-in-training with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course, which shall be as practical as possible, embraces Psychology, Child Study, and General Methodology, as follows:—

Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

Laws underlying the Process of Teaching: The relation of analysis to synthesis, and of induction to deduction.

The Plan of the Recitation: Adjustment to the needs and to the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Methods of Instruction: Purpose of methods of instruction.

Questions and Answers: Use of questioning in the development of the individual and general notions; examination of the so-called Socratic method; right and wrong methods of questioning and answering; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; condition of association; relation of association to habit; how to form permanent associations.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

School Organization and Management

19. The object of the course in School Organization and Management is to give the teacher-in-training, in the light of the Science of Education, a knowledge of the art of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course embraces the following topics:—

The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Institutes; of good magazines, professional and cultural, etc.; the teacher's duties as defined by the regulations; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, neatness in person and in work; accuracy; promptness; quietness; industry; obedience; the relation of the preceding to moral training; manners, embracing those social rules which are the outgrowth of regard for the feelings and convenience of others, as set forth in the text-book (Manners), the most important being taken up early in the course. The conduct of the teachers-in-training shall be duly supervised throughout the session.

School Incentives: Kinds and office; effects on character, on school work, on health; proper incentives.

Order and Discipline: Meaning of good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment: ends and necessity, right conditions, judicious punishment, injudicious punishment; the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Accommodations and Equipment: For the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to the Regulations of the Public and Separate Schools.

Ontario School Law and Regulations: The Ontario School Law and Regulations in so far as they pertain to the duties and obligations of teachers and pupils.

Ontario Public Health Act and Regulations, in so far as they pertain to teachers, pupils, and the school.

INSTRUCTIONS: In dealing with the School Law and Regulations the following topics should be emphasized:

1.—The importance of signing the name correctly and the Christian name in full and of specifying in the case of females whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty. (P.S. Act, Section 87 and Form of Agreement.)

Duties of teachers and Inspectors: the payment of the Grants; all other matters directly affecting the teacher, trustees and school.

Regulations and Course of Study of the Public and Separate Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

2.—The Sections of the School Law and the Public Health Act and of the Regulations referred to in the above syllabus are furnished by the Department in a special Circular. The final examination on School Organization and Management will include questions on School Law and the Public Health Act and on the Regulations.

3.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Deputy Minister.

Special Methodology

20. The object of the courses in Special Methodology is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the schools, by enabling them to apply the Science of Education, and, in particular, to adapt to the work in each subject the principles of General Method.

The work in the Special Methodology of each subject is introduced by a few lessons of a general character, embracing the application of the principals of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(*a*) The selection and the organization of material for the School Forms, taken in order, from the standpoint of presentation to the pupil.

(*b*) The discussion of special methods of instruction concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public and Separate School courses of studies, the provisions of which shall be constantly kept in mind.

Books of Reference:—

Chubb: Teaching of English.
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Geikie: Teaching of Geography.
Arlo Bates: Talks on the Teaching of Literature.
Annandale: The Concise Imperial Dictionary.

Note.—Manuals of method in the subjects of the Public School courses are being prepared. Nearly all of these have been already published. The Manuals will be supplied free to the teachers-in-training.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course embraces the following topics:—

Introductory.—The relation of oral and written composition; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected with such criticism and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms of speech; methods of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Reading

(2) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course embraces the following topics:—

Introductory.—The correlation of reading with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic and combination methods; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature; the value and use of supplementary readers and supplementary reading.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to train his pupils to use the recognized forms in the mechanism of written word-expression.

The course embraces the following topics:—

Introductory.—The correlation of spelling with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Material for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course embraces the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods of Literature: The application of the principles of general method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the place, the value, and the methods of using *The Golden Rule Series of Readers.*

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of the teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of the school library; means of securing the co-operation of the home in the pupil's reading.

NOTE.—Books suitable for supplementary readings may be found in the Catalogue of Books recommended for Public and Separate School Libraries.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of the pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course embraces the following topics:—

Introductory.—The meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax; their value; use of grammatical terminology; definitions, their value, how definitions are obtained; how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; its relation to composition.

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals.

The course embraces the following topics:—

Introductory.—The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at black-board by pupils; oral and written work; the use of pictures, maps, etc., of the readers and the text-books; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided; the proper and systematic use of the History Reader for Form III.

The selection and arrangement of material suitable for different grades; the place and purpose of local history and of the history of the aborigines and pioneers.

Biography: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions for pupils of higher grades.

Epochs: Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels, character of history readers and of supplementary works for the different grades, significance and value of our Flag. The causes and significance of the present European War.

Geography

(7) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their environment in accordance with their needs.

The course embraces the following topics:—

Introductory.—The relation of geography to other subjects, especially to Nature Study, History, and Elementary Science.

Review: The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views, sand-table, scrap-book, modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by the teacher owing to the mass of details; the proper and systematic use of the Geography Reader for Form III.

Nature Study

(8) The special object of the course in Nature Study is to enable the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them, and thus to broaden and deepen their sympathies with Nature.

The course embraces the following topics:—

Introductory.—The relation of nature study to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods of Nature Study: Nature study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public and separate schools.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student is likely to teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

Arithmetic

(9) The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to the problems of every day life, and to reason correctly as the result of the logical processes required in arithmetical calculations.

The course embraces the following topics:—

Introductory.—The relation of arithmetic to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in Rural Public School work. The work to the end of Form III. should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting; measuring with standard units; numbers, from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(10) The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with his pupils.

The course embraces the following topics:—

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

Art

(11) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.

(*a*) The course embraces the following topics:—

Introductory.—Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any part of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

(*b*) The following is a suggested division of the 15 hours to be devoted to lessons in Art:—

1. *Lecture by Instructor*: Scope of Art. Correlations.

2. *Plant Study*:
Class—Grass in charcoal or pencil mass.
" —Spray of flowers in coloured crayons.
" —Single leaf in different positions—pencil outline.

3. Flower with stem and leaves—water colours. Flower with stem and leaves—pencil outline. Suggestions by instructor for other ways of handling flowers, as ink mass, neutral values (black, gray and white of paper), and pencil outlines with coloured washes.

4. *Tree Study*: Rapid blackboard illustrations and explanations by instructor concerning proportions, branching and Summer and Winter appearance of trees.
Class—Tree in charcoal.
" —Ink mass.
" —Pencil outline.
Criticism of work.

5. *Landscape*: Explanations on blackboard by instructor showing (1) rectangle with line representing horizon; (2) rectangle showing line or lines representing a hill or hills above horizon; (3) showing the placing of a single tree.
Class—Landscape with trees—charcoal.
" —Landscape with trees—ink.

6. *Landscape*: Demonstration by instructor on sheet of paper at front of room, showing landscape in water colours, with sky, meadow, and distant trees.
Class—Water colour landscape.
Demonstration by instructor—crayon landscape.
Class—Crayon landscape.

7. *Review* of work already taken, classifying subjects and mediums according to grades.

8. *Illustration*: Suitable subjects and mediums for different grades suggested by instructor.
Class—Game suitable for primary classes—charcoal.
" —Nursery rhyme, junior grades—brush and ink.

9. *Pose Drawing*:
Class—Ink mass (3 sketches with rapid criticisms).
" —Blocking in with pencil (3 sketches and criticism).
" —Pencil outline (1 sketch).
Brief explanations and rapid blackboard illustrations by instructor.

10. *Illustration for Senior Grades*: Suggestions and explanations by instructor.
Class (1) Pencil outline with suitable title lettered underneath, using a pose already taken and composing the drawing within a rectangle.
(2) Illustration of suitable verse, using similar arrangement to first—pencil outline.

11. *Colour Study*: Neutral values. Colour harmonies and the graying of colours. Explanations by instructor. Class to take notes.
Class—Finishing of outline illustrations made in last lesson with flat washes, one in neutral values, one in grayed colours. All shapes when dry to be outlined with black.

12. *Object Drawing*: Explanations by instructor concerning mediums and suitable objects for primary, junior and senior grades.

Class 1. Mass drawing of object from memory after study of object—using ink.

2. Foreshortening of circle and cylindrical object in pencil outline.

3. Pencil drawing of object from the model, showing light and shade.

13. *Freehand Perspective*: Principles of Parallel and Angular Perspective. Blackboard demonstration by instructor.

Class 1. Rectangular object in Parallel Perspective—pencil.

Class 2. Rectangular object in Angular Perspective—pencil.

14. *Design*: Single units. Repetition in borders and surface patterns. Blackboard demonstration by instructor.

Class (1) Border in pencil or coloured crayons.

(2) Surface pattern—pencil outline.

Suggestions by instructor for application of single units, borders, and surface patterns to cards, book covers, and other constructed objects.

15. *Review*: Classifying work and mediums according to grades.

Blackboard Drawing should be illustrated each day by work of instructor. A few members of the class should work out the problems in chalk and charcoal on the blackboard while the remainder of the class use other mediums at their seats.

NOTE.—The foregoing course assumes the completion of the Lower School course of the High Schools, and is intended chiefly to be suggestive and directive.

(*c*) The teacher's outfit may be as elaborate as he wishes, but for all work before a class he should use the same outfit as the class:

1. Paint box containing blue, red, yellow, and black, 25 cents.
2. Drawing pencil "B" or "BB" or "3B," according to make, 10 cents or 15 cents. The ordinary school pencil is the only other lead pencil required.
3. Soft charcoal, a box containing 50 sticks, 15 cents.
4. Coloured crayons (crayograph or crayola), a box, 10 cents.

NOTE.—The Public School Manual in Drawing will be ready before the close of 1915. The Prang Art Text-books, which may be used in the meantime, were planned by the authors for use by the pupils, *but they must not be so used in Ontario*. A careful study, however, of the lessons in these books, together with the working out of the different exercises by the teachers, will be found to be very beneficial. There are seven books in all of the series; the first three outline many conversational lessons intended to cultivate observation in the case of young children, and, in all the books, the illustrations show the teacher how to express similar ideas in a similar way; they are not intended for copying. The teacher should use the materials at hand and in season for his lessons, with the books as a guide in his own work.

Vocal Music

(12) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self expression, and to afford an agreeable change in the routine of school-work and the occupations of daily life.

(*a*) The course embraces the following topics:—

Tune:

Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in various keys.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its division into halves, quarters, or thirds in varied combination.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs:

The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa or Staff notation; part songs and patriotic songs of recognized merit. These should commence with the simpler elements of time and tune, and proceed to the more advanced grades, in so far as the time available for this purpose will permit.

Book of Reference:

The Educational Music Course. The Canada Publishing Co.

(*b*) Following is a suggested division of the 10 hour lessons in Music:

1. *Tune*: Introduction of the tones of the Tonic Chord, Doh, Me and Soh.
   Time: Introduction of the Pulse, or beat, as the unit of measurement in Time. Develop the regular recurrence of pulsations, their varied accents and consequent grouping into Measures of two, three and four pulses each.

2. *Tune*: Review of first lesson with introduction of the octaves of the tones Doh, Me and Soh.
   Time: Introduction of Continued-tones with practice of exercises containing examples of tones of two, three and four pulses in length.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "Little Eyes," "Hear the Merry Church Bells."

3. *Tune*: Modulator Drill on tones already studied.
   Introduction of the tones Te and Ray with their octaves.
   Time: Singing exercises containing the new tones in combination with the elements of Time already studied.
   Songs: Introduce songs combining Te and Ray with the tones of the Tonic Chord. Examples: "Cheeks of Rose," "Milkweed."

4. *Tune*: Modulator Drill with intervals slightly increased in difficulty.
   Time: Introduction of Six-Pulse Measure.
   Songs: Introduce songs in six-pulse measure containing all tones previously studied. Examples: "There Cometh a Dove," "May Day."

5. *Tune*: Modulator Drill. Introduction of the tones Fah and Lah, thus completing the Major Scale.
   Time: Introduction and explanation of Time-Names Taa and Aa.
   Introduction of the Divided Pulse with new time-name Taatai.
   Songs: Introduction and study of songs combining the elements of Tune and Time already taught. Examples: "The Raindrops' Ride," "Morning Hymn," "Sweet the Quiet Evening."

6. *Tune*: Modulator Drill, occupying about five minutes.
   The greater part of the lesson period should now be devoted to a practical application of all previous lessons to the study of more advanced songs in contrasting measures and rhythms. Examples: "Little Boy Blue," "Bye-lo-land."

7. *Tune*: Modulator Drill, including leaps to any tone of the Major Scale.
   Time: Introduction of Half-pulse Continuations with time name Taa-aatai.
   Songs: Examples: "Ring Out the Bells," "Home, Sweet Home."

8. Five minutes' Modulator Drill, followed by the study of songs of a more advanced character. These should first be analyzed as to the number of beats contained in a measure, the various time values of the notes, and the intervals likely to cause difficulty in singing. These should be made the subject of a short modulator drill as they are discovered. Examples: "White Caps," "March," "Spring Voices," "Easter Hymn."

9. *Tune*: Five minutes Modulator Drill.
Time: Introduction of the Silent Pulse with its time-name *saa*.
Songs: Examples: "Easter Hymn," "Good-bye to Summer," "Lightly Row," "The Land of Nod."

10. *Tune*: Five minutes' Modulator Drill.
Time: Introduction of the division of the pulse into Quarters, with the time-name Tafatefe.
Songs: Examples: "Our Flag," "The Maple Leaf," "Merrily the Cuckoo."

NOTE.—The lessons provided for above are for special instruction. From time to time additional practice should be given for a few minutes between class-periods. It will be found of much benefit at the commencement of each lesson to give a few minutes' drill in singing sustained tones to the various vowels.

(*c*) Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

Hygiene

(13) The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundngs.

The course embraces the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health* Act; modes of preventing spread of these diseases; the proper and systematic use of the Hygiene Reader for Form III.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke, burns; bandaging.

Physical Culture

(14) The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils. With hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.

The course embraces the following topics:—

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

Manners

(15) The special object of the course in Manners is to enable the teacher-in-training to train his pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.